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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 21 titles deal with a variety of topics, including the following: (1) the effects of modality-based instruction in test taking skills upon young children's performance on standardized reading tests; (2) the effects of five different picture placements in printed text on the acquisition and retention of verbal information and concrete concepts; (3) the development of a survey to ascertain the reading preferences of fourth, fifth, and sixth grade students; (4) the development of an instrument for the evaluation of secondary school reading programs derived from a modified Delphi technique; (5) simultaneous and successive processing and reading decoding and comprehension; (6) the cloze procedure as a measure of across-sentence reading comprehension; (7) the effect of pictures on anxiety and text learning; (8) the relationship between specific processing abilities and traditional measures of comprehension skills; (9) the structure of narrative passages and third grade students' scores on selected tests of reading achievement; and (10) passage dependency in three selected informal reading inventories with third and fourth grade students. (FL)

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Testing and Evaluation in Reading and Communication Skills:

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Compiled by the Staff
of the

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This bibliography has been compiled as part of a continuing series designed to make information on relevant dissertations available to users of the ERIC system. Monthly issues of Dissertation Abstracts International are reviewed in order to compile abstracts of dissertations on related topics, which thus become accessible in searches of the ERIC data base. Ordering information for the dissertations themselves is included at the end of the bibliography.

Abstracts of the following dissertations are included in this collection:

Anderson, Corinne Williams
THE EFFECTS OF MODALITY-BASED INSTRUCTION IN THE DEVELOPMENT OF TEST-TAKING SKILLS UPON THE PERFORMANCE OF YOUNG CHILDREN ON STANDARDIZED READING ACHIEVEMENT TESTS

Ashton, Beverly Dunn
AN EVALUATION OF THE PROCESS AND PRODUCT OF THE 1981 LET'S READ SUMMER SCHOOL

Askew, Billie Jo
A STUDY OF THE EFFECT OF MEASUREMENT TASK AND RESPONSE MODE ON ABLE SIXTH GRADERS' COMPREHENSION OF EXPOSITORY TEXT

Bogusch, Betty Baker
EFFECTS OF FIVE DIFFERENT PICTURE PLACEMENTS IN PRINTED TEXT ON THE ACQUISITION AND RETENTION OF VERBAL INFORMATION AND CONCRETE CONCEPTS

Bundy, Barbara Ann
THE DEVELOPMENT OF A SURVEY TO ASCERTAIN THE READING PREFERENCES OF FOURTH, FIFTH AND SIXTH GRADERS

Campbell, Connie Jo
THE EQUIVALENCY AND UTILITY OF IN-LEVEL AND BELOW-LEVEL STANDARDIZED READING SCORES OF PRIMARY STUDENTS IN A FOLLOW THROUGH COMPENSATORY EDUCATION PROJECT

Cooter, Robert Bruce, Jr.
DEVELOPMENT OF AN INSTRUMENT FOR THE EVALUATION OF SECONDARY READING PROGRAMS DERIVED FROM A MODIFIED DELPHI TECHNIQUE

Cronan, Theresa Hebert
EFFECTS OF TIME-LIMIT AND PASSAGE-COMPLETION READING RATE MEASUREMENT METHODS ON RATE AND COMPREHENSION PERFORMANCE OF COLLEGE READERS IN A READING IMPROVEMENT COURSE

Hart, Ashley Bruce, II
SIMULTANEOUS AND SUCCESSIVE PROCESSING AND READING DECODING AND COMPREHENSION: AN INTERACTIVE INTERPRETATION

Houchen, Becky Lynn
A VALIDATION STUDY OF THE CLOZE PROCEDURE AS A MEASURE OF ACROSS-SENTENCE READING COMPREHENSION

Kyle, Marjorie Yvonne
AN APPLICATION OF BANKS' TYPOLOGY TO DEVELOP AN INSTRUMENT TO ASSESS ETHNIC IDENTITIES OF CHARACTERS IN LITERATURE USING THE SHORT STUDY AS A CASE STUDY

Lickson, Jeffrey Edward
EFFECT OF PICTURES ON ANXIETY AND TEXT LEARNING

McCan, James Lawton
THE RELATIONSHIP BETWEEN SPECIFIC PROCESSING ABILITIES AND TRADITIONAL MEASURES OF COMPREHENSION SKILLS

McCoy, Kathryn C.
THE STRUCTURE OF NARRATIVE PASSAGES AND THIRD GRADERS' SCORES ON SELECTED TESTS OF READING ACHIEVEMENT

McPherson, Donald John
USING THE RASCH MODEL TO EVALUATE TEST ITEMS FOR GRADE 4 AND GRADE 7 MICHIGAN EDUCATIONAL ASSESSMENT PROGRAM CRITERION-REFERENCED READING TESTS ADMINISTERED 1973 THROUGH 1979

Porter, Sarah Manvel
THE EFFECTS OF TRAINING AND PRACTICE IN THE USE OF A SELF-MONITORING TECHNIQUE TO ENHANCE THE COMPREHENSION OF INTERMEDIATE-GRADE STUDENTS

Radwin, Eugene
SYSTEMWIDE READING TESTING IN THE NEW YORK CITY SCHOOLS, 1912-1982

Rochester, Margot
THE EFFECT OF FORMATIVE ASSESSMENT AND CORRECTIVES ON LEARNING ACHIEVEMENT

Russell, Carolyn Sayers
PASSAGE DEPENDENCY IN THREE SELECTED INFORMAL READING INVENTORIES WITH THIRD AND FOURTH GRADE STUDENTS

Shearon, Linda Anne
A COMPARISON OF MISCUES MADE DURING ORAL AND SILENT READING

Williamson, Carol Ann
AN EVALUATION OF A WRITING HANDBOOK DEVELOPED TO IMPROVE THE EFFECTIVENESS OF WRITING INSTRUCTION IN GRADES K-12

THE EFFECTS OF MODALITY-BASED INSTRUCTION IN THE DEVELOPMENT OF TEST-TAKING SKILLS UPON THE PERFORMANCE OF YOUNG CHILDREN ON STANDARDIZED READING ACHIEVEMENT TESTS Order No. DA8307912

ANDERSON, CORINNE WILLIAMS, ED.D. *Jackson State University*, 1982. 133pp.

Purpose of the Study. The purpose of this study was to determine whether or not the visual, auditory, or kinesthetic modalities of instruction in the development of test-wiseness produce differences in the performance of young children on standardized reading achievement tests.

Need for the study. The areas of modality-based instruction and test-wiseness instruction were reviewed extensively. Empirical research involving the effects of modality of instruction in test-wiseness or test-taking skills of young children is deficient in the existing body of research. This research deemed test-taking skills as the task to be learned and attempted to determine whether or not modality of instruction in test-wiseness is differential in effect. A basic assumption is that young children who are exposed to the fundamentals of test-wiseness will perform at a higher level on standardized tests.

Methodology. One hundred and eighty-one children, randomly selected from urban and rural environments, were administered the following modality-based instructional materials: a project-developed booklet based on theoretical principles of test-wiseness, a taped version of the booklet and a programmed learning sequence set of cards, also based on the booklet. A posttest was administered after the treatment. Statistical analyses were performed on the posttest data. The major question was: Will there be significant differences in the test performance of children taught test-taking skills through specific modalities versus a control group of children receiving no such instruction? This question was examined through individually stated hypotheses. These hypotheses were stated by area and sex with reference to modality groups versus the control group.

Findings. There were no statistically significant differences between the groups receiving modality-based test-wiseness instruction and a control group that did not receive instruction.

Implications. A discussion of grade equivalent means evolves from the posttest data. Intra-group differences in the specific modalities account for the supposition that the modality-based instruction in test-wiseness showed some educationally meaningful gains for urban and rural third-grade boys and girls over the short period of time in which the study was conducted. . . . (Author's abstract exceeds stipulated maximum length. Discontinued here with permission of author.) UMI

AN EVALUATION OF THE PROCESS AND PRODUCT OF THE 1981 LET'S READ SUMMER SCHOOL Order No. DA8314218

ASHTON, BEVERLY DUNN, PH.D. *The University of Michigan*, 1983. 293pp. Chairman: LeVerne S. Collet

The 1981 Let's Read Summer School in metropolitan Detroit, Michigan, was a three-week voluntary summer program using parents and laymen as well as some educators in active roles in teaching decoding skills. Demographic data were obtained for the 2,205 students and 488 citizens who originally volunteered to participate in the program. However, only 1,028 students actually took part: 764 students were administered a Wide Range Achievement Test (WRAT) pretest and 264 a placebo pretest (maze). In each class, students completed lessons in unison in the *Let's Read* master book, by Leonard Bloomfield and Clarence L. Barnhart, a Linguistic approach to decoding. At the end of the program, 691 students were administered a WRAT posttest.

The purpose of the study was to evaluate the effects of this program on decoding ability. It was hypothesized that students would make a positive overall gain between the pretest and posttest, and the gain would be proportionate to amount of treatment received. Because missing data precluded a factorial analysis, the data were analyzed using analyses of variance and covariance, followed by tests for trends. Amount of treatment was measured by number of lessons completed in the master book, number of days in attendance, and number of days students were monitored by parent, or other adults. A significant overall gain score of 5.98 Jastak standard scores was observed, and number of lessons completed was found to have a strong positive linear relationship with the amount of gain. Neither days monitored nor attendance had a significant relationship with the gain.

The moderating effects of sex, age, type of school attended (public or private), and initial ability were examined. None of these factors was found to have a significant effect on gains.

This study provided evidence that the Let's Read Summer School helped some students in their decoding ability. However, the magnitude of the change was a small increase (less than four words or letters) in decoding, which is itself only a part of the reading task. On this basis, it appears that Let's Read materials would probably not be cost-effective in schools.

A STUDY OF THE EFFECT OF MEASUREMENT TASK AND RESPONSE MODE ON ABLE SIXTH GRADERS' COMPREHENSION OF EXPOSITORY TEXT

Order No. DA8312267

ASKEW, BILLIE JO, PH.D. *Texas Woman's University*, 1982. 234pp.

Comprehension measurement has traditionally been limited to the investigation of standardized objective procedures for assessing general comprehension abilities. Recent development in comprehension measurement have greatly extended opportunities to examine the comprehension process descriptively and qualitatively, rather than simply quantitatively. Current research interests, such as text analysis, the study of the importance perspective in text, and the qualitative analysis of retellings and responses to questions have provided new insights and procedures for assessing comprehension.

This study examined several factors not previously combined in research efforts, while maintaining a high level of external validity. The purpose of this dissertation was to examine the effect of measurement task and response mode on sixth graders' comprehension of expository text. The focus was upon pupils' responses to text, relative to quality of response and structural importance.

Eighty sixth-grade subjects, reading at or above grade level, were randomly assigned to one of four measurement groups: oral retelling, written retelling, oral post-question, written post-question. After silently reading a 572-word passage from a social studies textbook, pupils responded to one of the four measurement tasks. Responses were analyzed according to quality (text-explicit, text-implicit, script-implicit, implausible) and importance (high, low). Additional analyses examined the match between types of questions and responses offered by subjects.

Results indicated no significant differences between oral and written responses of subjects, although variance among individual scores was evident within both response modes. Quality-of-response results varied according to task. Retellings elicited more text-explicit (mostly paraphrase) responses, while question tasks yielded more text-implicit and script-implicit responses. Responses to questions tended to match the "invited" responses of the questions.

Results indicated support for a levels effect with expository text. Importance was significant across all measurement tasks, with more high-level ideas offered than low-level ones. Support was also offered for the Pearson and Johnson taxonomy of questions and for the use of a single scoring code for examining both question and retelling tasks.

EFFECTS OF FIVE DIFFERENT PICTURE PLACEMENTS IN PRINTED TEXT ON THE ACQUISITION AND RETENTION OF VERBAL INFORMATION AND CONCRETE CONCEPTS

Order No. DA8314182

BOGUSCH, BETTY BAKER, PH.D. *The Florida State University*, 1983. 240pp. Major Professor: Leslie J. Briggs

The purpose of this study was to examine the effects of five variations in the location of meaningful illustrations in relation to their referent text on immediate recall and retention of verbal information and concrete concepts, on time to completion of the instruction, and on students' opinions about the instructional materials, the subject matter, and their own performance.

The bases for the conceptual framework for the study was the information-processing model of Robert M. Gagné and research on the functions of pictures in text.

Assessment instruments were an immediate posttest, a parallel delayed retention test, and an opinionnaire. Covariates were standardized reading test scores; time, in minutes, to completion of the instruction; and, for analysis of retention test scores, immediate posttest scores.

The study was conducted in two phases--a pilot study and the experiment. Data from 45 fifth-grade students in two intact classrooms were analyzed for the pilot study. Data from 291 fifth-grade students in twelve intact classrooms were examined for the experiment.

Analysis of covariance resulted in no significant differences in the effects of the five illustration placements on total immediate posttest scores, total delayed retention test scores, the subparts of verbal information scores and concrete concepts scores on the two tests, or on the time taken to completion of instruction. Chi-square analysis of response frequencies on each of the ten items of the opinionnaire revealed no significant differences among the five treatment groups for any item. The covariates accounted for most of the explained variance in the analyses of covariance.

This study provided a theoretical basis for research in the use of pictures in text, but did not add to the body of research on which the decisions of graphic and instructional designers about the use of pictures in text should be based.

THE DEVELOPMENT OF A SURVEY TO ASCERTAIN THE READING PREFERENCES OF FOURTH, FIFTH AND SIXTH GRADERS

Order No. DA8312392

BUNDY, BARBARA ANN, PH.D. *State University of New York at Buffalo*, 1983. 142pp.

Problem. The purpose of the study was: to develop a reliable and valid survey instrument to ascertain the group reading preferences of intermediate grade students; and to use this survey to examine the relationship between grade, sex and reading preferences.

Procedure. Five fictitious titles and annotations were written for each of eleven categories of reading preference. A four point Likert scale was used to show student preference for reading the book.

The 55 item survey was administered to 276 intermediate grade students in a New York State school district. After item analysis procedures a revised 44 item Reading Preference Survey was administered to a second sample of 326 intermediate grade students. Estimates of reliability were calculated. Interviews, Rating Scales and Reading Logs were used to assess construct validity. To examine the relationship between grade, sex and reading preferences a multivariate analysis of variance was used.

Results. For the eleven categories on the revised survey, coefficient alphas ranged from .65 to .90 and test-retest reliabilities from .54 to .75.

Interview responses matched the three highest of three lowest category scores on the survey, 72% for most preferred and 91% for least preferred.

Correlation coefficients for the eleven survey categories and the matching categories on the Rating scale ranged from .21 to .58; and .02 to .28 for the Reading Logs.

Fourth and sixth grades evidenced greater preference for History and Science than fifth graders. Sixth graders evidenced greater preference for Mystery and Adventure than fourth or fifth graders.

Females evidenced greater preference for Crafts, Fairytales, Poetry, Biography, Animals and Jokes, while males preferred Science and Sports.

Conclusions. The reading Preference Survey evidenced adequate reliability and construct validity for measurement of group reading preferences.

A relationship exists between grade, sex and reading preferences of intermediate grade students.

THE EQUIVALENCY AND UTILITY OF IN-LEVEL AND BELOW-LEVEL STANDARDIZED READING SCORES OF PRIMARY STUDENTS IN A FOLLOW THROUGH COMPENSATORY EDUCATION PROJECT

Order No. DA8323619

CAMPBELL, CONNIE JO, PH.D. *University of Missouri - Kansas City*, 1983. 117pp.

This study sought to determine the extent to which in-level or below-level testing of 298 Follow Through compensatory education students in grades one through three with the 1978 edition of the Metropolitan Achievement Test yielded fewer chance scores, floor and ceiling effects, greater indices of reliability, comparable standard and derived scores, and educationally significant comparisons of a subsample of scores to the Classroom Reading Inventory, a diagnostic criterion referenced measure of reading ability. Chi square and T-tests were the major analytical methods used.

This study concluded that neither the in-level nor the below-level tests systematically met all the criteria for the reliable and valid evaluation of reading achievement set forth in this study. Below-level testing produced fewer chance guessing scores than did in-level testing, but by third grade a sizable number of students had formed who obtained chance scores on both levels. Score distributions were also inconsistent on both levels, with in-level testing producing floor effects at first grade, below-level testing producing ceiling effects at second grade, and statistically significant differences present at every grade between the in-level and below-level raw and transformed scores. Additionally, the instructional level score on both in-level and below-level Metropolitan Achievement Test forms appeared to be a questionable measure of functional reading ability when compared to those obtained on an individually administered informal reading inventory.

The conclusions imply that the use of below-level forms in place of in-level standardized tests are not a completely adequate response to the major program planning and evaluation difficulties associated with large compensatory education programs. Standardized tests, whether in-level or below-level, do not provide adequate diagnostic information for evaluating and planning the reading instructional programs of individual students, groups, or classes. While in-level standardized test data do provide gross indicators of categories of achievement and student rankings, criterion referenced testing is needed to improve the program planning and evaluation needs of program implementation in schools and classrooms.

DEVELOPMENT OF AN INSTRUMENT FOR THE EVALUATION OF SECONDARY READING PROGRAMS DERIVED FROM A MODIFIED DELPHI TECHNIQUE

Order No. DA8319317

COOTER, ROBERT CRUCE, JR., ED.D. *The University of Tennessee*, 1983. 156pp. Major Professor: Dr. J. Estill Alexander

The purpose of this study was to identify the characteristics of a theoretically sound secondary reading program and to develop an evaluation instrument which may be used to assess the relative strengths and weaknesses of existing secondary reading programs. The investigation was designed to review the literature pertaining to secondary reading and survey expert opinion through the use of a modified Delphi technique, then determine which characteristics are most essential to a theoretically sound program. This study represented a first effort to achieve consensus among secondary reading experts regarding essential program characteristics.

The primary methods and procedures were the literature review, and a three-round Delphi probe of expert opinion as to the essential characteristics of a theoretically sound secondary reading program. Categories logically derived from the literature review were used to initiate the Delphi process. This phase of the study resulted in a list of some forty-four (44) characteristics of a theoretically sound program. These data were utilized in the construction of the Secondary Reading Program Inventory (SRPI), a checklist which may help in determining areas of congruence or discrepancy in existing secondary reading programs as compared to a theoretically sound program.

The major conclusions of the investigation were that while the characteristics identified in this study are well formulated in the minds of experts in the field, unanimous agreement as to the essential characteristics of a theoretically sound secondary reading program does not exist at this time.

It was further concluded that the instrument developed appears to provide an acceptable tool to initiate the evaluation process of an existing secondary reading program.

Interpretation of many characteristics in secondary reading may vary among educators. Similarly, experts in the field of secondary reading differ in their opinions regarding essential characteristics. Therefore, a general implication is that further refinement, development of descriptions, and field testing is necessary. Once a meaningful dialogue is initiated regarding secondary reading research and evaluation, more systematic plans for improvement may be initiated.

EFFECTS OF TIME-LIMIT AND PASSAGE-COMPLETION READING RATE MEASUREMENT METHODS ON RATE AND COMPREHENSION PERFORMANCE OF COLLEGE READERS IN A READING IMPROVEMENT COURSE

Order No. DA8322943

CRONAN, THERESA HEBERT, ED.D. *University of Arkansas*, 1983. 132pp.
Major Professor: Dr. Rhonda L. Harvey

The study was conducted to determine the effects of two reading rate measurement methods on rate and comprehension performance of college readers in a reading improvement course. Measurement methods utilized were a time-limit and a passage-completion procedure. Additional data were obtained regarding participant preference of methods, for use in interpreting performance.

The 173 students read two equivalent form passages selected from the Nelson-Denny Reading Test, forms C and D. On one passage, students read for a one minute time-limit, marked the last word read, then read to the end of the passage. On another passage, students read the complete passage before being assigned a rate score (later converted to words-per-minute). Upon completing each exercise, students answered comprehension questions accompanying the passage. Finally, students completed an opinion form regarding rate measurement preferences.

Data were analyzed for the total sample and for three subgroups of the sample. Those who scored 75% or better on comprehension after reading by the time-limit rate method, those who scored 75% or better on comprehension after reading by the passage-completion rate method, and those who scored 75% or better on both comprehension checks were assigned to Subgroups 1, 2, and 3, respectively.

Data analyses indicated that the two rate measurement methods produced statistically significant differences in rate scores but not in comprehension scores of the total sample. Further analysis of rate scores showed a significant difference in rate for females in Subgroup 1. No significant rate score differences were found for males in any group. No significant difference in rate was found for those who scored 75% or better on both comprehension checks. Through the opinion form, the greatest percentage of students expressed a preference for the passage-completion method, felt it gave a more accurate measure, and recommended its use in reading rate tests. Since rate score differences appeared to be accounted for by sex rather than by measurement method, no changes in standardized testing procedures could be recommended as a result of the study.

SIMULTANEOUS AND SUCCESSIVE PROCESSING AND READING DECODING AND COMPREHENSION: AN INTERACTIVE INTERPRETATION

Order No. DA8311442

HART, ASHLEY BRUCE, II, PH.D. *Kent State University*, 1982. 137pp.
Director: Marvin S. Kaplan

Measures of Simultaneous and Successive Processing from the Das Information Processing Battery and two measures of reading achievement were administered to 84 4th grade subjects. Following a principal components analysis of the processing measures, two factors emerged and were interpreted--Simultaneous and Successive Processing. Using mean Simultaneous and Successive factor scores as independent measures, two 2 x 2 analyses of variance were performed with a decoding and comprehension measures as dependent variables. Results indicated both Simultaneous and Successive Processing were significantly related to reading achievement decoding and comprehension. No significant interaction between processing level and either reading subskill was found. In order to determine whether processing level variables would add to the predictive validity of a verbal ability measure, two stepwise regression analyses were constructed. Among processing variables, a measure of Simultaneous Processing significantly added to the predictive validity of the verbal ability measure for reading comprehension. Using the decoding task as the criterion, the processing variables failed to add to the predictive validity of the verbal ability measure. A second set of stepwise regression equations was constructed without the control measure of verbal ability in order to determine which processing measures, Simultaneous or Successive, would account for more of the variance among the two reading subskills. For both reading subskills, Simultaneous Processing accounted for more of the variance than Successive Processing. The results are examined in terms of cognitive psychologist's findings, and remediation suggestions are offered within the framework of the Aptitude x Treatment Interaction Model. Among processing aptitudes, Simultaneous Processing appears to be a better predictor of both decoding and comprehension. This suggests that Simultaneous teaching strategies may be more important than Successive for facilitating reading achievement.

A VALIDATION STUDY OF THE CLOZE PROCEDURE AS A MEASURE OF ACROSS-SENTENCE READING COMPREHENSION

Order No. DA8321419

HOUCHEN, BECKY LYNN, ED.D. *University of Miami*, 1983. 139pp.
Supervisor: Richard L. Carner

Purpose. Comprehension in continuous discourse is widely viewed as a product of processing meaning across sentences. Across-sentence comprehension is considered to be of major importance to reading comprehension and must be taken into consideration when measuring reading comprehension. The purpose of this study was to determine the validity of the standard cloze procedure (every-fifth-word) deletion pattern as a measure of across sentence reading comprehension.

Method. The method of investigation was to randomly disorder the sentences of cohesively written passages to determine if sentence disordering would affect cloze scores. If cloze is a valid measure of across-sentence comprehension it would be expected that passages containing sequentially ordered sentences would yield higher scores than passages containing disordered sentences.

The study was conducted on the University of Miami campus using 272 students enrolled in undergraduate courses. Four cloze treatments were applied to four expository passages creating sixteen cloze treatments. One passage was randomly assigned to each subject and a twenty minute time limit was set for completion of the cloze tests.

Findings. The results of an analysis of variance of cloze treatments and expository passages indicated no significant main effect for treatment, i.e. cloze scores on disordered passages were not statistically significantly different from cloze scores on sequentially ordered passages. This implies that the standard cloze procedure does not measure across-sentence comprehension.

Although there was a significant interaction between treatments and passages, variation accounted for by treatments was only 1% to 2.7% of the total variation in cloze scores. Passage variation accounted for 14.% of the variation in cloze scores. The simple effects of treatments were not the same across all of the passages.

Conclusions and Recommendations. Within the limitations of this study, the standard every-fifth-word cloze procedure does not appear to have a strong empirical basis as a measure of across-sentence reading comprehension. Test publishers and test users should consider the lack of evidence to support the use of the standard cloze procedure as a measure of comprehension of continuous, cohesively written discourse, or across-sentence comprehension.

AN APPLICATION OF BANKS' TYPOLOGY TO DEVELOP AN INSTRUMENT TO ASSESS ETHNIC IDENTITIES OF CHARACTERS IN LITERATURE USING THE SHORT STUDY AS A CASE STUDY

Order No. DA8315811

KYLE, MARJORIE YVONNE, PH.D. *Arizona State University*, 1983. 219pp.

Based on one theory of how ethnic minorities develop and expand their identifications (James Banks', "The Expanding Identifications of Ethnic Youths"), and in view of recent studies in the area of bibliotherapy which support the conclusion that individuals do change attitudes and behavior based on what they read, the Ethnic, National, Global Inventory (ENGLI) was developed and field tested to see if English teachers and librarians could accurately and consistently analyze and classify the ethnic identifications of characters in literature and use them as a tool to enhance the positive ethnic development of students.

A paraphrased description of the Banks' theory, including literary illustrations, was sent to a panel of three experts who critiqued them. After revisions were made, 17 major tenets were extrapolated and converted into 60 descriptors (descriptive statements) which became part of the instrument.

Two field tests, using the ENGLI instrument, were conducted with each field test using a different sample of English teachers and librarians. These participants read the same 12 short stories and, using the instrument, selected descriptors that best described the main characters of each short story.

The results of the first field test, examined by convergent and discriminant item analysis, revealed that participants' responses to the instrument were inconsistent and inaccurate. As a result, a panel of ten teachers and graduate students checked the descriptors for content validity which revealed that items ranged from 100% to 60% correct-item agreement for all items appearing on the instrument. Items were revised for clarity of diction and a second field test was administered.

On the second field test, English teachers and librarians were randomly divided into three groups and given varying information. Group One was given only the short stories to read, Group Two was given the short stories with the characters named, and Group Three was given a synopsis of the theory on which the instrument was based, as well as the short stories with the characters named.

Convergent and discriminant item analysis was used to determine the validity of items appearing on the instrument, and Cronbach's Alpha and the test-retest method were employed to determine the reliability of the instrument. MANOVA and ANOVA were used to determine the differences in the way the three groups used the instrument and to see if those participants given more information responded more consistently correct that those given less information. . . . (Author's abstract exceeds stipulated maximum length. Discontinued here with permission of author.) UMI

EFFECT OF PICTURES ON ANXIETY AND TEXT LEARNING

Order No. DA8314191

LICKSON, JEFFREY EDWARD, PH.D. *The Florida State University*, 1983. 131pp. Major Professor: Robert M. Morgan

This study was designed to examine the effects of pictures in a printed text lesson on state anxiety and rule-learning performance. Seven line-drawings of human subjects designed to be redundant with the text were included in the experimental group. Text-only was the instructional media in the control group. The participants in this study were 55 female paraprofessionals employed at two of Florida's state hospitals. It was hypothesized that pictures would (1) improve rule-learning performance, (2) reduce post-instructional state anxiety, and (3) increase rule-learning performance more for high anxious learners than low anxious learners.

Reading vocabulary was a covariate. The dependent variables were a 19-item, post-test and post-instructional Anxiety State on the *State Trait Anxiety Inventory*, X-1. Independent variables were pre-instructional A State anxiety and presence or absence of pictures in the instructional text. Instructional time was also recorded for both experimental groups.

When considering rule-learning achievement only, the group who saw pictures in the text scored significantly higher than the text-only group ($F(1,54) = 4.43$, $p < .05$). However, when considering all 19 achievement items including the prerequisite objectives, no significant difference in achievement between the two groups was detected. the data did not support the hypotheses that pictures would reduce state anxiety or interact with anxiety to produce differential effects on the performance of learners in different anxiety states.

The female paraprofessionals in this study did not score as highly on the A-state scale as expected but rather scored comparably ($\bar{X} = 34.9$) on the scale to college females. As anticipated, the reading vocabulary scores of the paraprofessionals were low ($\bar{X} = 7.9$, out of a total of 36). Overall achievement scores indicated that they learned the objectives and that systematic design procedures are effective with such learners. The data supported the hypothesis that pictures help low-reading adults learn rules in a printed text.

THE RELATIONSHIP BETWEEN SPECIFIC PROCESSING ABILITIES AND TRADITIONAL MEASURES OF COMPREHENSION SKILLS

Order No. DA8324028

MCCAN, JAMES LAWTON, PH.D. *Purdue University*, 1983. 185pp. Major Professor: Judith W. Irwin

An interactive-componential model of comprehension, described by Irwin (1981), was used to organize seven processing abilities related to comprehension ability which were identified through a review of recent literature. These processing abilities have been shown, in various situations, to differentiate good and poor readers. An instrument was developed employing alternative methods of assessing each processing ability. As much as possible, these methods were adapted from previous studies which examined similar processing abilities. The purpose of this study was to determine if there was a differential contribution by these processing abilities to the comprehension score obtained from traditional measures of reading ability.

This instrument was administered individually to 32 sixth-grade subjects from two small rural schools. The Social Studies Form of the *Contemporary Classroom Reading Inventory* was also administered to each subject to obtain an instructional comprehension grade level score. In addition, a comprehension raw score from the *Gates-MacGinitie Reading Tests* standardized test was obtained for each subject from school files.

The data were analyzed both correlationally and in multiple-regression analyses. The independent measures were the individual subtest scores, processing ability scores, and model component scores. Dependent measures were the IRI instructional comprehension grade level and the standardized test comprehension raw score.

The seven identified processing abilities did not appear to contribute equally to comprehension ability as measured by the dependent measures. The two primary contributors to both dependent measure scores were chunking ability and the ability to establish coherence. Summarizing ability was also a strong contributor to the standardized test score.

THE STRUCTURE OF NARRATIVE PASSAGES AND THIRD GRADERS' SCORES ON SELECTED TESTS OF READING ACHIEVEMENT

Order No. DA8319918

MCCOY, KATHRYN C., ED.D. *Boston University School of Education*, 1983. 197pp. Major Professor: J. Richard Chambers

This study investigated the relationship between the degree of well-formedness of narrative passages on selected standardized tests of reading achievement and scores attained by third graders taking these tests. A content analysis of the comprehension subtests of five standardized reading tests was undertaken using the Stein and Glenn Continuum of Story Complexity to qualify, and the Summers Scoring Guide to quantify, the structure of all narrative passages contained on these tests. Estimation of the degree of overall well-formedness was found by obtaining the ratio between total points allotted and total points possible for each test. Subsequent rank-ordering of tests suggested that subjects would perform best on the *Metropolitan Achievement Test*, followed by the *Iowa Test of Basic Skills*, *California Achievement Test*, *Gates-MacGinitie Reading Test*, and the *Comprehensive Test of Basic Skills*. Next, each of these tests was administered to a sample of 126 third graders to determine how closely actual test performance conformed to the predicted rank-order. The sample was divided equally into three reading levels, using raw scores from the "Total Score" section of a previously administered *Gates-MacGinitie Reading Test* (alternate form). Using repeated measures analysis of variance, comparisons were made between performance among tests and among structural types within tests for the total sample and for each reading level. Similar procedures were used to examine performance on expository versus narrative passages. The findings indicated that (1) subjects attained

highest scores on the *Metropolitan Achievement Test*, as predicted; however, variability existed between predicted and actual test performance in the remaining four tests, and (2) subjects performed better on passages of narrative prose than on passages of expository prose, regardless of sex or reading level. It was concluded that the five achievement tests used in this study did not contain large percentages of well-formed stories, and that factors such as readability, question formation, and passage length may have affected performance on the achievement tests.

USING THE RASCH MODEL TO EVALUATE TEST ITEMS FOR GRADE 4 AND GRADE 7 MICHIGAN EDUCATIONAL ASSESSMENT PROGRAM CRITERION-REFERENCED READING TESTS ADMINISTERED 1973 THROUGH 1979

Order No. DA8315610

McPherson, Donald John, Ph.D. *Wayne State University*, 1983. 288pp. Adviser: Donald Marcotte

This study investigates whether or not Rasch measurement is appropriate in connection with tests given under the Michigan Educational Assessment Program (MEAP)? These are criterion referenced tests which measure reading and mathematics achievement of students at the fourth and seventh grade levels. Limitations of score variability is a desirable outcome and scores tend to be strongly skewed on the high side. Therefore, traditional test evaluation methods are likely to be less effective when used in the analysis of MEAP scores than might be expected if they had been designed as norm referenced tests. The Rasch model appears to offer a better standard of measurement in this type of situation. The model is named for a Danish mathematician who originally posed the concept in 1960: Georg Rasch. Rasch devised a simple two-parameter model (i.e., item-difficulty and person-ability) that employs raw test scores directly as measures of achievement. BICAL, a computer program developed by the Measurement and Statistical Laboratory (MESA) of the Department of Education at The University of Chicago to perform Rasch analysis, is applied in this study to scores from fourteen MEAP reading tests taken by fourth grade and seventh grade students from 1973 through 1979. A "fit statistic" is generated by the program which is used to determine the fit of MEAP reading test items to the Rasch model. The statistic is interpreted as an F-statistic with one and five degrees of freedom at an alpha level of 0.05. Items that did not fit the Rasch model were found in all but one of the fourteen tests considered in this investigation. The results of the analysis that was done indicate that the use of Rasch measurement may be appropriate in connection with MEAP reading tests in the development of test items and as a means of measuring improved of declining achievement over time. However, while Rasch measurement seems to promise truly objective measurement, there is a real possibility that the Rasch measurement model may not, in practice, be easy to use.

THE EFFECTS OF TRAINING AND PRACTICE IN THE USE OF A SELF-MONITORING TECHNIQUE TO ENHANCE THE COMPREHENSION OF INTERMEDIATE-GRADE STUDENTS

Order No. DA8323576

Porter, Sarah Manvel, Ph.D. *University of Maryland*, 1982. 177pp. Supervisor: Beth Davey

The purpose of this study was to investigate the effectiveness of training and practice in using a self-monitoring technique to enhance the comprehension of intermediate-grade poor comprehenders.

Subjects were 129 sixth grade low-average comprehenders from three middle schools, who scored from stanine three to stanine six on the reading comprehension subtest of the *California Achievement Test*. Subjects' treatment was based on the school they attended. Three comparable middle schools were randomly selected and assigned one of the following treatments: (1) training with practice, (2) training, or (3) neither training nor practice.

Training in rating and hypothesis formation was conducted by the investigator over a three-day period. Materials used in training ranged from sentences to passages three to four paragraphs in length. Students were taught to rate passages on a 1-2-3 rating scale and to use hypothesis formation to enhance comprehension.

Following training, the training with practice group used rating and hypothesis formation for three weeks during their regular reading lessons, under the guidance of the classroom reading teacher.

After training and practice, all three groups were tested in two sessions. Three measures were used to test for differences among groups. These were a "global" comprehension test, a rating-with-response test requiring a match between perceived knowledge and demonstrated knowledge, and a test requiring the detection of embedded errors.

Data were analyzed using a multivariate analysis of covariance. Scores were adjusted using a covariate of reading ability.

No significant differences were found among groups.

Implications for research and instruction included: training studies such as this may be most effective if done over an extended period of time in an ecologically valid setting; further study is needed to determine whether the Rating-with-Response and Embedded Error measures employed here give useful information about comprehension processing.

SYSTEMWIDE READING TESTING IN THE NEW YORK CITY SCHOOLS, 1912-1982

Order No. DA8320188

Radwin, Eugene, Ed.D. *Harvard University*, 1983. 328pp.

Educational testing is controversial, but the functioning of testing in context has not been frequently examined. The present study of the development of large-scale, standardized testing in New York City's presecondary grades provides such an analysis. It also demonstrates the practical efficacy of historical treatments. The research draws on documentary evidence and interviews with city educators, test industry representatives, and others.

The study begins with a detailed portrait of the school system's major current testing program--the annual Citywide reading achievement program. From the present time, attention quickly shifts to the 1910s, when standardized testing first gained popularity as a result of such factors as a 1912 school survey, waves of immigrants, advances in testing, Progressive Era ideologies, a school research agency, and test publishers. In the 1920s and 1930s, large-scale testings were initiated. Intelligence testing served the schools' promotion and placement policies and prospered. Achievement testing, however, proved threatening, and school officials were slow to adopt it. In the 1960s, however, intelligence testing was abolished and second through ninth grade achievement testing--the Citywide--inaugurated. The changes reflected national concern with pupil achievement, problems with the school's promotion policy, and the impact of post-World War II immigration.

In the 1960s and 1970s, the Citywide's prominence grew. It provided the sole measure of school achievement and, frequently, the means of communication between parents and educators. It influenced pupil promotions and placements and teacher selection and certification. It suffered repeated scandals and snafus. It was nearly eliminated, but then test scores rose in the early 1980s.

Overall, the history of large-scale testing in New York schools has been problem-filled, including persistent episodes of cheating, questionable relationships between educators and a test publisher, and political manipulation of test results. Unfortunately, these problems can not be easily remedied; they are a function of the context in which the testing operates. Yet, the situation likely can be improved if systemwide testing is conducted on a sampling basis, the results analyzed by districts, and the findings incorporated into broader performance assessments.

THE EFFECT OF FORMATIVE ASSESSMENT AND CORRECTIVES ON LEARNING ACHIEVEMENT

Order No. DA8311357

ROCHESTER, MARGOT, PH.D. *University of South Carolina*, 1982. 126pp.

The study was designed to determine the effect on learning achievement of formative assessment and correctives, the two components of the learning for mastery model considered by Bloom (1971, 1978) to be pivotal in changing learning behavior.

Four experimental treatment groups of ninth and tenth grade students identified as below-average achievers were given a unit of instruction on inferential reading. All treatment groups were given four of the six components of the mastery learning model (specific objectives, pretest, group instruction, and posttest). In addition, one treatment group was given the formative assessment and correctives components; the second group was given the formative assessment component; the third, correctives; and the fourth, neither formative assessment nor correctives.

It was hypothesized that students given formative assessments and correctives in combination (i.e., error-specific correctives) would attain higher scores on the unit test than students whose instruction excluded both these components, the correctives component only, and the formative assessment component only. The data were analyzed via ANOVA and Duncan's Multiple Range Test.

The group receiving the total model outperformed to a significant level the groups whose instruction excluded formative assessments only or excluded both correctives and formative assessments. The total model group also outperformed the group whose instruction excluded correctives but not to a significant level. Therefore, the hypothesis was accepted with reservation.

In interpreting the results of the study, the researcher questions the narrow definition of "corrective" associated with mastery learning and suggests that a class review of the formative test and correction of student responses are an effective feedback/corrective strategy. When correction is defined as a process rather than a product in an instructional unit, formative assessment becomes a feedback/corrective combination in itself.

The findings of the study contribute to the body of evidence that mastery learning, and particularly the feedback/corrective process, increases learning achievement, in this case among ninth and tenth grade low achievers.

PASSAGE DEPENDENCY IN THREE SELECTED INFORMAL READING INVENTORIES WITH THIRD AND FOURTH GRADE STUDENTS

Order No. DA8317219

RUSSELL, CAROLYN SAYERS, ED.D. *Auburn University*, 1983. 221pp. Director: Ronald G. Noland

The purpose of the study was to investigate the passage dependence and passage independence of three informal reading inventories (IRIs), namely the *Basic Reading Inventory*, the *Classroom Reading Inventory*, and the *Sucher-Allred Reading Placement Inventory*.

The sample used in this study consisted of 442 third and fourth grade students attending seven southern elementary schools. Students were administered the *Botel Word Recognition Test* in order to determine their independent reading level. Students reading independently at the second, third, and fourth grade level were grouped by reading level and ranked by their Botel scores. The three reading level groups were further subdivided by race, sex, and socioeconomic status to form 24 groups. Subjects in each group were randomly assigned to one of three test taking sequences and to one of four passage conditions. In the "passage-in" condition subjects read the passage and answered the related comprehension questions. Students assigned to the "passage-out" group answered the questions but did not read the story upon which the questions were based. The "passage-out and –in" group answered the questions, then read the related passage and answered the questions again. Testees in the "passage-out and –out" group answered the questions twice without reading the passage. This process yielded groups of subjects analyzed by stages with SPSS and SAS in 2 designs: Solomon Four-Group Design and Counterbalanced Latin Square Design. Cells in both designs contained unequal numbers of cases. The Solomon Four-Group Design was used primarily to test for a pretest by treatment interaction which the data did not support.

A COMPARISON OF MISCUES MADE DURING ORAL AND SILENT READING

Order No. DA8317563

SHEARON, LINDA ANNE, ED.D. *Auburn University*, 1983. 132pp. Director: A. Kenneth Cadenhead

The purpose of this study was to explore the performance of readers and determine if any relationship existed between the miscues made during oral and silent reading. The single word substitutions made during oral reading were compared to non-identical cloze passage responses. Ten fourth graders were selected as subjects and each subject was given three oral reading tasks and three cloze passage tasks. The dialectical involvement, syntactic and semantic acceptability, grammatical transformation, syntactic and semantic change, grammatical category, and peripheral involvement of each of 1,950 miscues were determined. This process yielded 15,600 pieces of data for statistical analysis.

Significant differences were found in the categories of dialectical involvement, semantic acceptability, grammatical transformation, grammatical category, or peripheral involvement.

AN EVALUATION OF A WRITING HANDBOOK DEVELOPED TO IMPROVE THE EFFECTIVENESS OF WRITING INSTRUCTION IN GRADES K-12

Order No. DA8323612

WILLIAMSON, CAROL ANN, ED.D. *University of Maryland*, 1982. 418pp. Supervisor: Dr. Robert M. Wilson

Maryland's accountability program indicates that students should be given experiences in the various phases of the writing process in order that they might communicate personal information and respond to the demands and obligations of society. The purpose of this study was to develop a writing handbook that would aid teachers in gaining an understanding of writing as a process, as well as provide them with strategies and lesson plans for use in the classroom. It also included an examination of teachers' responses to a survey designed to determine the usability of the handbook and its effect on writing instruction.

A total of eighty-one teachers in grades two through twelve comprised the sample of the population for this study: 53 were elementary school teachers, 12 were middle school language arts teachers, and 16 were high school English teachers.

In determining the usefulness of the writing handbook to classroom teachers, data were analyzed using percentage tables and means. Chi squares were also computed to determine if there were significant differences in the usability of the handbook for elementary, middle, and high school teachers. Percentage tables, means, and chi squares were also used to determine if teacher reports of the type or amount of writing instruction changed after teachers had the handbook for a period of six weeks.

The major conclusions supported by this study are: (1) Elementary and middle school teachers are more receptive to using materials in the writing handbook than are high school teachers. (2) Materials in the writing handbook developed with a detailed procedure are used more frequently than those that have only suggested ideas or strategies. (3) The higher the grade level, the more revision or adaptation of lessons is necessary because of the range of abilities in the upper grades. (4) The availability of the writing handbook increases the amount of time students are involved in the pre-writing and self-evaluation phases of the writing process, although it does not increase the amount of time students are involved in writing activities. The kind of writing instruction provided, therefore, was more in accordance with that described in the writing handbook.

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